



Ridgeland Elementary School

250 Jaguar Trail
Ridgeland, SC 29936

Grades	PK-5 Elementary School	
Enrollment	795 Students	
Principal	Robert Candillo	843-717-1300
Superintendent	Dr. Vashti K. Washington	843-717-1100
Board Chair	Berty Riley	843-263-6984

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	Average
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

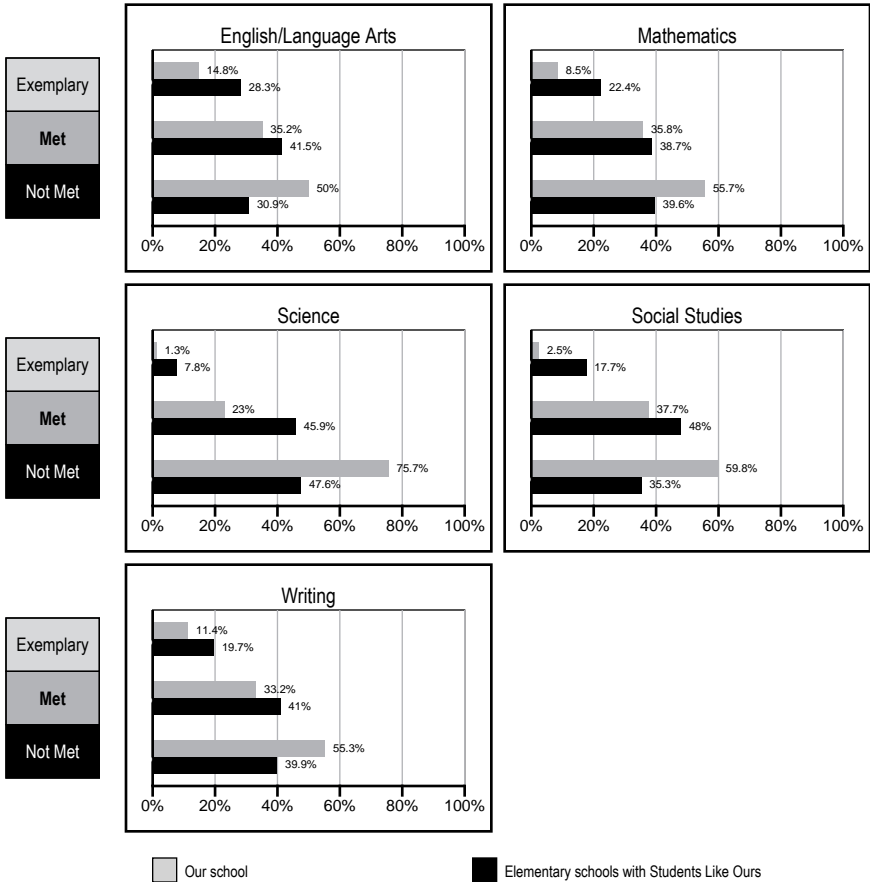
94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	100	47	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=795)				
First graders who attended full-day kindergarten	96.5%	Down from 99.3%	100.0%	100.0%
Retention rate	0.5%	Up from 0.1%	1.1%	0.9%
Attendance rate	94.6%	Down from 95.5%	95.9%	96.3%
Served by gifted and talented program	1.3%	N/A	2.7%	7.2%
With disabilities	10.7%	N/A	13.5%	12.4%
Older than usual for grade	1.5%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.8%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	56.9%	Down from 70.0%	60.0%	62.5%
Continuing contract teachers	62.1%	Down from 68.3%	76.7%	83.3%
Teachers returning from previous year	73.4%	Down from 82.6%	84.9%	88.3%
Teacher attendance rate	95.8%	N/R	94.9%	95.0%
Average teacher salary*	\$46,743	Down 0.8%	\$46,154	\$48,193
Professional development days/teacher	8.0 days	Up from 6.2 days	10.4 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.3 to 1	18.2 to 1	20.1 to 1
Prime instructional time	89.1%	N/R	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Good	Excellent
Dollars spent per pupil**	\$5,366	Down 11.4%	\$8,254	\$7,364
Percent of expenditures for instruction**	75.0%	Up from 74.9%	67.0%	68.0%
Percent of expenditures for teacher salaries**	71.0%	Down from 73.1%	64.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We have experienced quite a successful year at Ridgeland Elementary School. The 2012-2013 school year focused on moving more children to "Met" and "Exemplary" levels of achievement in mathematics, writing, and reading. We continued our focus on Explicit Direct Instruction (EDI), technology integration, Response to Intervention (RtI) and implementation of Positive Behavioral Interventions and Supports (PBIS). We were excited to receive the PBIS "Ribbon" award last school year and this year we earned the honor of being named a PBIS "Banner" school.

Teachers met regularly to discuss instructional practices and analyze data such as Measures of Academic Progress (MAP), AIMSweb benchmarks/progress monitoring, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This year students in both Kindergarten and first-grade benefited from partnerships with the United Way, participating in both Alphabet Junction (Kindergarten) and Reading Power (first-grade). Over 25 tutors worked with identified children in reading in order to close gaps at an early age. We also implemented the new Journeys reading series and Study Island program to provide children with practice in all content areas.

Opportunities for parental involvement were established through the continuation of family nights, a monthly Family Math Power Hour, regular PTA meetings, and open invitations for all parents to attend School Improvement Council meetings. This year we, once again, hosted a luncheon for grandparents, a family-literacy and writing event, and a two-day visitation event for all parents (Through the Eyes of a Child). Communication with parents was sent home in both agendas and in our weekly "Wednesday" folders. Information was posted on our school website and our Facebook page. Our school translator interpreted for parents and translated many documents. This year, each grade demonstrated solid growth in the average RIT score on the Measures of Academic Progress (MAP) assessment. Three teachers were recognized for growth in MAP scores in reading or math. Thirty-six teachers were recognized for growth in both subjects, with seven teachers growing 100% of their students in both subjects. We continued the First in Math computerized program across the school year. Students solved over 3.3 million math problems earning over 1.3 million stickers (points). RES was ranked in 5th place in the state out of 59 schools that used the program and we were featured on a local news station. In terms of technology upgrades, we were able to install 14 new, interactive boards and repair/move all existing boards for the benefit of each homeroom.

The 2013-14 school year will involve the continued implementation of the research-based Everyday Mathematics program, balanced literacy and writing across the curriculum, along with extensive training in the Common Core State Standards. We will also implement a new Backpack Buddies program in order to assist children in need. We are very excited about our accomplishments and look forward to continued success at Ridgeland Elementary School. We encourage our parents and community members to get involved with this wonderful place of learning!

Mr. Robert Candillo, Principal

Ms. Jeanine Bostick, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	116	47
Percent satisfied with learning environment	84.9%	84.5%	76.6%
Percent satisfied with social and physical environment	94.4%	82.6%	64.6%
Percent satisfied with school-home relations	82.6%	84.2%	78.2%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	51.6
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Ridgeland Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	8.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance rate	94.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	620.7	609.1	573.6	594.3	99.8	99.8
Male	613.4	605.3	572.6	595.1	99.5	99.5
Female	629.0	613.5	574.8	593.3	100.0	100.0
White	639.9	627.3	606.2	600.3	100.0	100.0
African American	615.9	603.6	567.6	590.2	99.6	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	626.8	619.0	575.7	605.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	584.0	583.7	548.8	576.7	100.0	100.0
Limited English Proficient	623.9	618.5	575.9	603.3	100.0	100.0
Subsidized meals	618.3	608.6	571.9	593.6	99.7	99.7
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	143	100	40.7	36.3	23	59.3
	4	158	100	55.2	31.5	13.3	44.8
	5	159	100	62.7	29.3	8	37.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	142	99.3	43.9	33.3	22.7	56.1
	4	124	100	54	39.8	6.2	46
	5	132	100	52.5	32.8	14.8	47.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	143	100	64.4	25.9	9.6	35.6
	4	158	100	64.3	28	7.7	35.7
	5	159	100	66.7	30	3.3	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	142	99.3	63.6	28.8	7.6	36.4
	4	124	100	46.9	43.4	9.7	53.1
	5	132	100	54.9	36.9	8.2	45.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	72	100	75.7	21.4	2.9	24.3
	4	158	100	66.4	32.9	0.7	33.6
	5	77	97.4	N/AV	N/AV	N/AV	42.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	72	98.6	N/AV	N/AV	N/AV	26.6
	4	124	100	72.6	24.8	2.7	27.4
	5	66	98.5	82.3	16.1	1.6	17.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	71	98.6	53.8	40	6.2	46.2
	4	158	100	54.5	42.7	2.8	45.5
	5	82	98.8	N/AV	N/AV	N/AV	16.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	70	95.7	N/AV	N/AV	N/AV	37.9
	4	124	100	51.3	45.1	3.5	48.7
	5	66	97	73.3	23.3	3.3	26.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	163	99.4	60.1	27.5	12.4	39.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	140	96.4	56.2	29.2	14.6	43.8
	4	123	99.2	48.2	46.4	5.4	51.8
	5	131	99.2	59.5	26.4	14	40.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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